



ECHE8260

Leading and Managing Early Childhood Settings

Session 1, In person-scheduled-weekday, North Ryde 2025

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Convener

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25B WW Room 612

by appointment

Tutor

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by appointment

Credit points

10

Prerequisites

[Admission to MTeach(0-5) and (40cp from ECED or ECHE units at 6000 level) and (40cp from ECED or ECHE units at 8000 level)] or [admission to MEd or GradCertIndigenousEd or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

Unit description

This unit aims to build students' capacity to lead and manage quality early childhood education settings. The unit critically examines the social, political and legal contexts within which early childhood education settings in Australia operate, and explores early childhood leadership theory. Students will investigate diverse management structures, regulatory and legislative frameworks, and the ethical and professional roles and responsibilities of early childhood teachers as leaders and managers.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- ULO1:** Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- ULO2:** Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate.
- ULO3:** Demonstrate a strong understanding of leadership theories.
- ULO4:** Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- ULO5:** Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- ULO6:** Demonstrate a commitment to managing and leading ethically and professionally.
- ULO7:** Develop professional judgement and vision in relation to leading and managing early childhood settings.
- ULO8:** Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

General Assessment Information

Assessment Tasks

All assessments are due at 23:55pm.

Assessment 1: Leadership and the NQF Due date: 23:55 24/03/25

Assessment 2: Reflecting on Leading Due date: 23:55 24/04/25

Assessment 3: Leadership in Action Due date: 23:55 30/05/25

General Submission Information

Please format assessments using 12-point font and 1.5 spacing.

All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment

requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file. It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to contact the unit convenor.

Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

Word limits are strictly applied. Work above the word limit will not be marked.

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>). Applications for extensions must be made via [Service Connect](#). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessments (incl. essays, reports, posters, portfolios, journals, recordings etc).

Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special Consideration application. A Special Consideration outcome may result in a new question or topic.

Marking

All assessments are marked using a rubric.

Marking of all assessments is moderated by the Unit Convenor.

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component **and** a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment

(MQTPA - in final WIL/PEX units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [Service Connect](#).

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment Task 1: Leadership and the NQF	30%	No	24/03/2025
Assessment Task 2: Reflecting on leading	20%	No	24/04/2025
Assessment Task 3: Leadership in action	50%	No	30/05/2025

Assessment Task 1: Leadership and the NQF

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **24/03/2025**

Weighting: **30%**

An essay addressing two key questions related to the application of the NQF in early childhood settings. 2000 words.

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- Demonstrate a commitment to managing and leading ethically and professionally.
- Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment Task 2: Reflecting on leading

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 20 hours

Due: **24/04/2025**

Weighting: **20%**

This assignment requires students to participate in the weekly discussions forum attached to each topic. 500 words.

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- Apply high order analytical and integrative thinking skills through critique of practice and theory to understand the complexities of early childhood management and leadership.
- Develop professional judgement and vision in relation to leading and managing early childhood settings.
- Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

Assessment Task 3: Leadership in action

Assessment Type ¹: Report

Indicative Time on Task ²: 40 hours

Due: **30/05/2025**

Weighting: **50%**

This assignment requires students to analyse leadership enactment within an early childhood centre of their choice. 2500 words.

On successful completion you will be able to:

- Understand and critically engage with the ever changing socio-political and legal contexts within which early childhood settings operate.
- Identify key differences between the managing and leading of an early childhood setting, and the range of management structures under which early childhood settings operate.
- Demonstrate a strong understanding of leadership theories.
- Demonstrate knowledge and foundational skills that they, as future managers and leaders of early childhood settings require.
- Apply high order analytical and integrative thinking skills through critique of practice and

theory to understand the complexities of early childhood management and leadership.

- Demonstrate a commitment to managing and leading ethically and professionally.
- Develop professional judgement and vision in relation to leading and managing early childhood settings.
- Reflect on their own knowledge and skill base and consider professional development priorities that will enable them to, as a future leader of an early childhood setting, play a critical role in that centre's provision of quality early childhood education for young children.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

The following text is the prescribed text for this unit and students are encouraged to source a copy.

Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, S. (2024). *Leadership: contexts and complexities in early childhood education* (3rd ed.). Oxford University Press.

The second edition (2017) can also be used. Additional readings will be included in the reading and assessment guide on iLearn and these are available in Leganto.

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit. Students enrolled in online tutorials will need a functioning camera and microphone, and it is expected that cameras are turned on for the duration of the tutorial.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ or online mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Information about the unit iLearn site

This unit has a full web presence through iLearn. Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk: via email onehelp@mq.edu.au or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

Unit Schedule

A detailed schedule will be available on iLearn once the session begins. Topics that this unit will cover include:

- Social and political contexts of ECE settings
- Theorising leadership and management in ECE
- Leading for quality
- Leading and managing with different ECE management structures and policy development
- Communication and decision making as ECE leaders
- Organisational change
- Strategic and Business planning and financial management
- Advocacy and activism
- Building staff teams and networking

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit connect.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

School of Education Procedures

Academic Progression Policy

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific Inherent Requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

Attendance and Participation

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#). Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected as the Master of Teaching (Birth to Five Years) degree is a professional qualification. Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

Attendance at all tutorials and/or on campus days is expected and will be recorded. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements. Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-Student. Please do not contact the unit convenor to request a change.

Communication

It is the student's responsibility to check all electronic communication on a weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

- The on campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or not to have an approved Special Consideration may result in a Fail grade.
- Prior to the on campus sessions, students should have read the prescribed readings and listened to the lectures, summarise the main points, and make notes of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

The 5R's Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Reflexive: you will understand and critically engage with contexts of early childhood education settings, enabling you to consider how individual practice intersects with socio-political and legal contexts.

Resilience: by engaging with theories and standards informing leadership practices in early childhood education you will build resilience as a future leader in the sector.

Research engaged: by undertaking independent research and understanding leadership theories you will be able to critically analyse early childhood leadership and management

practice and develop professional judgement.

Unit information based on version 2025.01R of the **Handbook**